

LIMITED ENGLISH PROFICIENCY

(ANNUAL ADOPTION)

ADOPTION EFFECTIVE
SEPTEMBER 1, 2003 – AUGUST 31, 2008

SUBJECT AREA CONTACT
MARIA DELGADO, LEP/ TITLE III
208-332-6958
mdelgado@sde.state.id.us

In 1983, under the jurisdiction of the U.S. District Court for the Ninth Circuit, the State Board of Education signed a consent decree in which the Board agreed to ‘ensure equal opportunity to limited English proficient (LEP) students in the State of Idaho.’

A limited English proficient student is defined as an individual who

- ❖ Has a native language other than English and comes from an environment where a language other than English is dominant; **or**
- ❖ Is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency: **or**

and who has difficulty speaking, reading, writing or understanding the English language, whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to fully participate in our society.

- ❖ Language assessment scores, such as the Language Assessment Survey (LAS) and Woodcock Munoz Language Survey, must indicate he/she is not English proficient based on the standardized score 3 or below.
- ❖ A student may also qualify as LEP if the student's language assessment scores indicate a 4 or 5 by using the following criteria:
- ❖ Scores below the 40th percentile on the Iowa Test of Basic Skills (ITBS) for 2002-2203.
- ❖ Scores below proficiency on the Idaho Standards Achievement Test (ISAT) for 2003-2004.
- ❖ Report card grades, teacher observations, and other performance data shows the student is not performing at grade level with his/her English-speaking peers.